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ABSTRACT

Current attention to the inclusion of handicapped persons, both the physically impaired and the adult learning disabled, into the total college structure provides an overdue focus on the services necessary to allow equal participation in the college experience. Although this participation, mandated by law, is expensive, it is in keeping with the stated mission of the community college and is made less costly by the government monies that enrollment of handicapped students brings. Handicapped students must be able to get to campus, move about on campus, enroll and participate in special and regular classes, and derive career and/or life enrichment advantages from the educational program. To this end, colleges can, among other things, provide transportation; eliminate physical barriers; use work-study funds to hire note-takers, guides for the blind, etc.; remove faculty and student attitudinal barriers; and design special courses that circumvent a person's disabilities. To deal effectively with the issues of disabled students in post-secondary systems, colleges need to have a copy of federal and state regulations concerning the handicapped on hand, and a list of resource people within or outside of their service area. Specific actions of De Anza College are considered in this discussion and suggestions for integrating handicapped students into all college functions are presented. (JP)

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IMPLEMENTING THE LEARNING PROCESS FOR CHANGING STUDENT POPULATION

By

Barbara A. Reid

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THE LEAGUE FOR INNOVATION IN
THE COMMUNITY COLLEGE

CONFERENCE

FOCUS ON LEARNING

March 6-8, 1978

A discussion about how to implement the learning process for those exceptional students who come to us, some of whom are ill prepared to cope with the demands of post-secondary education, seems a formidable task. There are, however, a number of considerations I think we might talk about because the ends we hope to achieve are, I believe, realistic and worthy of our efforts. Perhaps before our time is up, we can pool our knowledge, for there are undoubtedly several means of solving some of the problems that face us.

Recently, a great deal of attention has been paid to the inclusion of the handicapped or exceptional persons into the total college structure.

Concern has been expressed over who the exceptional or handicapped students are, what their handicaps are, how they may interfere with the learning process, what our responsibilities are in providing educational or assistive services, and HOW MUCH IT IS GOING TO COST!

First, if we take a look at our traditional community college population of students, I think we come to the conclusion that no matter how the exceptional student is defined, we are probably already serving a great many of them in a variety of ways. Coping with diverse and ever changing learning needs of an ever changing student population appears to be a cornerstone of the community college instructional process. So, in short, this is just an aspect of our programming which currently is receiving great publicity and emphasis. We have had students with exceptional learning needs throughout the history of community colleges.

Let's take a look at who they are, the problems surrounding college education for these students, how to resolve at least some of the problems, sources of assistance, and what we might do collectively to ameliorate some of the current stumbling blocks to effectively achieve our goals.

This is not a "cause". It's not a radical movement, and it should not cause an upheaval in the world of academia. It is merely an overdue focus on the provision of services necessary to enable handicapped to share in the college experience as do other members of our community populations.

Students, or prospective students, whom I feel could be considered exceptional for the purpose of our discussion today, probably should include those persons traditionally designated as handicapped and handicapped aged. This population is made up of a diverse array of personality and learning styles, as well as a number of disability conditions.

In addition to the more readily identified group of persons with serious visual and hearing impairments, those in wheelchairs, those who experience neuromuscular disorders and other serious health impairments, we need also to consider the adult learning disabled. This latter group, who may comprise between 2% and 10% of the population, shows a marked discrepancy between intellectual ability and performance of auditory, visual, or language functions of learning. Different from just not having developed skills in these areas, these individuals have some process interferring with the acquisition of skills. They have need of an intensive individualized program. They are found in universities as well as community colleges. Some learning disabled young adults who literally cannot write, can do quite well on multiple choice entrance exams. These can be very bright students who have developed some sophisticated means of coping with ways around their disabilities.

We need also to consider other aspects of the exceptional students. One often quoted figure indicates 69% of the disabled have acquired their disability after reaching adult life. This may be high for other areas of the country where there are fewer freeways, but it is a significantly important factor in our programming considerations.

In community colleges, those with various conditions of aging are also a consideration, including post-stroke individuals. Here we may be talking about retraining to re-enter the work force, perhaps in a new career field.

Certainly, one could also include the very bright students, the bilingual, or persons for whom English is a second language, perhaps the disadvantaged, and ex-GIs as well. But you can see that if we extend the exceptional student definition to include all groups of students with special needs, we could really be talking about the majority of our student population on some campuses, which then means they become the standard and not the exceptional. There are, interestingly, many overlaps between the services which are specifically appropriate for each of these groups.

In terms of general statements, I think we need to first consider that all of these persons now, by law, and by the stated mission of the community college, have the right to be a part of the on going instructional process of the college. In his annual Fall Address to the faculty and staff, De Anza College President DeHart said, "Education is no longer reserved for the select few who can afford it, but is available to almost anyone who's willing to give it a try." Higher education is a lifelong learning pro-

cess. It is a "continuing process to be pursued from ages 16-85." A Handbook on the Legal Rights of Handicapped People compiled by the Presidents Committee on Employment of the Handicapped, Washington, D.C. 20201, is one good reference on the rights of these persons. It is available at a cost of $1.80 from the Superintendent of Documents, U.S. Printing Office, Washington, D.C. 20402.

Secondly, and one should not diminish the importance of this, they bring with them to the college important input into the society of learning and ADA, or in some states, FTE, dollars. The costs associated with the provision of appropriate learning systems and supportive assistance in some instances is high, but if we are computing the cost, we must, to be fair, deduct from that cost the money they generate for the college in enrollment in courses and/or tuition income. Further, it is, as I previously stated, at least for the handicapped, clearly the Law. I'd like to make a point here, too.

Nowhere have I seen anything saying that exceptional or handicapped students must succeed at every task or course. It does indicate we must provide for them the opportunity to try an array of assistive services that are designed to equate their chances of success with that of other students.

If we are to integrate this total exceptional student population into the campus learning experience, we can consider the availability of college attendance in a sequence.

1. First they have to be able to get to campus

2. They must be able to move about on campus

3. They must be able to enroll and participate in coursework designed specifically to assist them, as well as in the regular college courses which are available to all students

4. They must be able to profit from the educational program

5. Hopefully, they will move toward careers or profitable enrichment experiences for living.

I do not feel is would be fair to demand these students MUST move toward careers and the work force any more than we demand this of other students. There is a place in our programming for the students who wish to learn to paint or enjoy literature for their own enrichment, not for commercial profit.

Perhaps it would be appropriate here to tell you a little about the programs and services for disabled students at De Anza College. I will be referring to them from time to time throughout the remainder of my remarks.

De Anza College started four years ago to actively develop a comprehensive program of services for the disabled. One part of this was an extensive barrier removal program; we were fortunate here because the natural layout of the campus lends itself readily to geographic accessibility. There were, however, numerous architec-

tural accommodations which had to be carried out. The services have now evolved into what are referred to as program areas which serve students representative of the full range of disabling conditions.

The Physically Limited Program acts as the coordinating program performing tasks such as transportation, special assistance with registration, employment of interpretors for the deaf, providing aides to assist with on-campus mobility, and cafeteria assistance. They also conduct some specialized classes designed to meet specific needs. Independent Living Skills is an example of such a class.

The Corrective Physical Education Program centers around adaptive physical activities which range from trap shooting to swimming. The 400 or more students who enroll each quarter also may select from wheelchair basketball and athletics, weight training, cardiovascular conditioning, and many other courses. As a part of that program, Steve Sellitti, the Coordinator, conducts training classes for the many assistants needed to effectively carry out the individualized needs of the students.

The Educational Diagnostic Clinic serves about 320 adult learning disabled students, assisting them to master the basic skills prerequisite to full college participation as well as developing with the students alternative systems to demonstrate knowledge.

The Hope-De Anza Program is designed to provide vocational training for adult developmentally disabled students. Job preparation, placement, and follow-up is an integral and critical aspect of this program.

One program has been organized to serve the educational needs of the older population of community residents who reside in convalescent and retirement centers. Other community persons are also encouraged to participate in this Adaptive Geriatric Education Program.

With the goal of enabling the students to enter the mainstream of college and community life, these programs interrelate in such a manner as to provide a comprehensive service plan for the disabled student population.

Back to level one of the listing of student needs.

Getting to campus - This can be a very real problem for the person handicapped by physical limitations, the person who is blind, uses a wheelchair, or has problems associated with aging, which prohibits them from driving. Public transit systems simply do not, in most instances, provide for these needs. Solutions underway in various community college include such things as the provision of a fleet of buses or vans with lifts (at De Anza we have 15 vans plus drivers, and one person who serves as traffic manager. Students are picked up at home on a schedule and returned home on schedule). A second system is the utilization of handibuses, more frequently found in the more populous areas. Another system is

taxis on a scheduled basis where fare is supported by the Department of Vocational Rehabilitation for their clients. Other suggestions include teaching driver education for the physically limited for those who can learn to provide their own transportation in this way and, of course, assisting with car pool information and relying on family and friends, which is often the case for the non-handicapped.

By September 30, 1979, all new orders from transit authorities for standard buses must have lower floors, wide doors, and accessible ramps. Eventually, this will help, but for now, our problem remains.

This is not part of any mandate to provide services that I know of, but rather, suggestions for assistance if you are able to help provide it.

Once on campus, how to get about can present problems. Instruction for mobility, either through pre-school or early school orientation programming, will help the vision impaired and also those whose physical limitations necessitate the use of ramps, easy-to-open doors, elevators, etc. A number of schools have developed a handicapped student handbook which points out the most accessible entrances, classrooms, campus resources, and other helpful information.

Also, persons assigned to be pushers greatly assist the physically limited. If monies are not readily available, I recommend considering this as one of the variety of jobs for those students on work-study. Volunteers seem to work for some persons, but my experience is that the enthusiasm of the volunteer wanes rather quickly, and where the accountability of pay is not involved, the handicapped are placed in a position of being obliged to be grateful, and I don't feel that is fair. One could consider exploring with the financial aid officer the appropriateness of listing that cost for students eligible for financial aid as a part of the expense incurred by a student in the process of attaining his education, even as the cost of tuition or books are a cost. We should, however, be sure that we are not obligating students to a debt in order to attend classes. One should not forget either, that most wheelchair users are capable of propelling themselves around campus if it is accessible.

The same procedure, including costs of education in a financial assistance grant, could be explored for assistance with costs such as those for providing interpreter services for the deaf, readers for the blind, note takers for those unable to write, etc. Work-study can be utilized for some of these also. Another area of exploration might be through EOPS or Special Services support. I have seen nothing that specifically prohibits that and, indeed, my understanding of that program is to provide disadvantaged students with the supportive systems which will enable them to successfully proceed through college. It may be that Special Services could assist the disadvantaged handicapped students with their specific needs.

GI Benefits through the tutorial program available to veterans can be another source of assistance. These sources of help would be, of course, in addition to the Department of Vocational Rehabilitation possible sources of support and assistance.

Enrolling in and benefiting from college courses and services means faculty and staff, as well as students, facilities, and services.

Attitudinal barriers are one of the greatest hinderances to learning for the disabled. These come in a variety of conditions.

**The instructors who give A's and B's to all disabled because they TRY so hard. THIS IS NO SERVICE TO DISABLED STUDENTS!

**The disabled who feel effort is equated with success, or expect to have assignments routinely accepted later than any other student's work - without prior arrangement with the faculty member.

**Students who do everything for the disabled, thus not providing an opportunity for the disabled to discover how competent and resourceful they can be.

**Instructors who seek ways to keep all disabled out of their courses, even though ways of circumventing or accommodating barriers to learning are available. It is naive to think this doesn't occur.

**Instructors who prohibit any but the standard way of responding to class demands. Most typically, paper and pencil tests. These tests can be read to a student who can respond verbally, and someone else can record it. Tests can be put on tape and a student verbally respond to the tape; some students can type responses to a quiz if they are unable to write or verbally respond. Time limits can be extended for those who have difficulty writing. Students themselves can tape record test responses. Section 504 specifically addresses the need to accommodate these kinds of handicapped students' needs.

**Students who "take over" and repeatedly interrupt a class when using a home-to-school situation that has been provided for homebound students.

How to affect the changes in attitudes and thereby modify some of the behaviors is a process which must be carefully planned.

Campus awareness days are a good initial means. Miami-Dade College, Miami, Florida, has an excellent example to follow if you wish to set one up. A productive on going means is to provide staff development work, inservice courses, and resource persons on campus who will respond to instructors' in-class needs, a person to whom the instructor can say, "What am I supposed to do about that deaf student who doesn't seem to understand what I'm saying in the class?" Strong support of the counseling staff and

career center personnel is also a must. This, to be really effective, needs some administrative clout behind it. Perhaps administrators attending awareness days and participating in inservice, as well as providing inservice or staff development credit, or whatever your college uses as positive reinforcement, short of monies. Also, the faculty need to be reassured that the standards of quality are not being reduced. We are talking about alternative methods of demonstrating learning, not giving grades for learning less. Also, we need to have already developed in our own thinking what kinds of services we can have to assist the disabled.

Basically, the exceptional learning needs of the disabled center around developing systems to remediate or circumvent their disabilities. Remediation is not a new concept for us. We have learning laboratories, developmental centers, and tutoring systems in our schools already. The disabled students can utilize these services remembering it would be well to include theses college personnel in some inservice specific to their program area. IN ADDITION, the disabled have need of individualized help with specific problems. This specialiaed help can come from a Department of Vocational Rehabilitation Counselor, some consultant time from a local occupational therapist, a K-12 special education teacher, possibly a former teacher of the students, and certainly, from specialized personnel employed by the schools, and us.

Which brings me to what could be called a survival kit. In order to effectively deal with the issues of disabled students in postsecondary systems, there are some things I think we need.

1. A copy of 504 Regulations - Affirmative Action Officer will have one.

2. A copy of any state regulations on disabled

3. A list of resource persons within or outside your area

   Persons who have special training
   Persons who have history of service
   Persons who have programs underway
   Agencies such as Easter Seal. DVR
   Input from periodicals
   National referral systems, Bureau of Education for the Handicapped
   An Advisory Committee

Don't forget other educational systems where these persons previously have been educationally involved and national and local organizations which deal extensively with problems surrounding specific disorders.

There are several community colleges in California that have well-developed programs which are specifically oriented toward the diagnostic assessment and prescriptive planning so necessary to the development of skills by these individuals. There is, unfortunately, virtually nothing in print short of a reference in Goodman and Mann's 1976 book, Learning Disabilities in the Secondary School, Issues & Practices. Materials and procedural patterns of organization and implementation are available from a number of

colleges. If you are interested, I can give you some references at the close of the meeting. Two quick ones would be Judy Triana at De Anza College, where 320 students per quarter participate in such a program. Another can be found at Orange Coast College by contacting Barbara Spear. Numerous others also exist - Santa Rosa, Ventura. They also have a descriptive report under development.

A listing of possible special assistive services which colleges can provide the exceptional can be EXTENSIVE.

In some instances, these services fit neatly into existing services of the college. For instance, identification of the numbers and location of special parking is not an extensive task, and dissemination of parking permits can be monitored through one of several standard college offices or through an office specifically oriented toward handling services for handicapped. In California, we are fortunate to have a system of excess cost funding which allows us to provide such special assistance. Hopefully, other states will duplicate this system or develop similar systems. Without an office specially designated, special parking activities can be carried out through a combined health or nurse's office, plants and grounds, and security.

Remember, the overall goal here is to integrate students as fully as possible in all college functions. Some of these procedures include the following:

**Disabled students handbooks

**Campus maps designating special or accessible facilities

**Brailled campus maps, including the best paths between facilities

**Brailled markers on office doors, elevators, desks, etc.

**Special parking for wheelchairs users and mobility disabled
These can be separate needs since wheelchair users need extra width for parking, while the disabled mobile may need only to have parking close to the buildings they need to enter.

**Assistance with campus orientation

**Assistance with registration

**Assistance with entrance tests
College Board has prepared a brochure describing special forms and suggestions for altering administration of the SAT.

**Assistance with academic planning can't be separated from registration
One large group of students who require specialized help are the learning disabled; students who have marked difficulties with sensory and/or integrative functions of learning. For many years, educators assumed learning disabled children "grew" out

of these difficulties. This has not been the case for very many adults. We now find a pronounced need to include remedial programs at the college level for those persons who stress a precise diagnostic work-up and a sequentially oriented presctiptive plan which will help the student build on his strengths and learn alternating methods of reaching academic goals while progressing through a remedial program.

**Assistance with finding housing

**Assistance with securing adequate transportation

**Interpreters for the deaf

**Sign language classes for non-signing deaf and non-hearing

**Captioned films for the deaf

**Mobility training for visually handicapped

**Reader services for the blind

**Note takers for any non-writers (can be copy of notes taken by a class member, carbon paper, xerox

**Tape recorder and tape checkout to non-writers

**Tutoring

**Orthopedic repair services, including wheelchairs
Auto Technology Program on some campuses are very helpful in this regard.

**Wheelchair, crutches, etc. check out to students

**Adjustment of specific in-class equipment (usually following the directions of an occupational therapist), lowering drafting tables, slanting and securing typewriters, etc.

**Homebound Instruction
Barbara Froelich, Coordinator, check state requirements for academic regulations. External Education Program, Queensboro College

**Cafeteria aids for foo-tray manipulation and feeding

**Mobility assistance with library services

**Counseling by counselors knowledgeable about disabled, to include career counseling
Sometimes we find the young adult, or more mature adult who has been disabled over a long period of time, often does not think of himself as having potential for the work force, or their

career expectations are not consistent with reality. That is not to say the disabled cannot achieve and perform in a wide variety of professions and occupations, but expecting to become an M.D. without taking any mathematics is not in concert with reality as we know it. All too often in the past, the disabled have been omitted from the work ethic expectation. They need to feel a part of the total college community, to look forward to and prepare for some level of self-sufficiency and expanded enjoyment of the activities of life. That is what all of the rest of the college population is doing.

**Assistance with in-class tests
Special classes where this is appropriate:

Group Counseling
Indipendent Living Skills
Career Exploration
Remediation of Basic Skills - LD
Corrective P.E.
Post-Stroke Classes
Family Classes
Speech and Language Therapy
Aural Rehabilitation
Recreational programs/activities for the disabled, integrated with able bodied, if possible
Clubs and organizations, also hopefully integrated
Coordination of agency and education opportunities
Special equipment for deaf and blind, such as brailling equipment
Information dissemination to community
Work experience - on or off campus
Job placement and follow-up
Resource person for assistance to instructors
Assistance for disabled for field trips
Social gathering area - I recommend the existing student center. The handicapped do not need to be shut away in a separate social atmosphere
Library resources - wheelchair travelers guide, disabled oriented publications, data on Vocational Rehabilitation Act.

Faculty and Ataff Oriented Programs must also be organized if they are to be cognizant of the handicapped students needs. Some of these include:

**Staff development for security, cafeteria workers, admissions personnel, clerical staff

**Faculty orientation - information on disabling conditions and raising level or awareness

**Vocational or occupational faculty/staff development, including resources to alleviate specific problems; consultant or resource person assistance with individual problems of students.

No overview of community colleges services and programs for the handicapped would be complete without a few words about architectural barriers.

The potential cost of making all facilities in post-secondary education accessible to the disabled is not only staggering, it is itself, a barrier. So high is the cost, that in some instances, educators have essentially given up. Fortunately for us, the structure of many community colleges, being of more recent origin, makes barrier removal less costly.

There is reason to believe the earlier quoted costs of barrier removal were highly inflated. Some new building costs indicate making new structures accessible can be as low as ½ of one percent. Obviously, working on existing buildings is more costly. References for inexpensive, but quality barrier removal might be obtainable from the REPORT, a publication of the National Center for a Barrier Free Environment, 8401 Connecticut Avenue, Washington, D.C. 20015. It is an inexpensive and very informative document. Certainly, if you are not on their mailing list, I strongly recommend it.

Also, a careful interpretation of Section 504 of the Vocational REhabilitation Act reveals every part of each campus does not have to be completely accessible. Programs or classes can be moved far more readily than major remodeling being undertaken. There are, however, high cost barrier removal projects that must be carried out in order to be in compliance with this law.

The legal requirements for this are clear.

Section 504 of the Vocational Rehabilitation Act signed into law by Califano last year, mandates that appropriate barrier removal be completed by 1980. We cannot, of course, reach that goal. I presume some adjustment in the time frame will be forthcoming, but we need more than time. We need dollars, and personally, I do not feel we can rely solely on local or state money to carry out the nationwide architectural barrier removal necessary to make the required changes. Legislation is under development which could alleviate the local cost and make possible the needed barrier removal.

I urge you to contact your senators and representatives to solicit their support for passage of bills to provide allocations sufficient to carry out these needed barrier removal projects. An abundance of information has recently become available on standards which are appropriate in architectural barrier projects. For reference, I recommend Developing an Accessible Campus for the Handicapped, published by the Association of Physical Plant Administrators of Universities and Colleges, National Center for A Barrier Free Environment, and others. Cost: $26.00, 11 Dupont Circle, Suite, 250, Washington, D.C. 20036.

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